

North Dakota Transition Follow-Up Project

2001 Student Exit Interview Data Report

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January, 2002

Preparation of this report and the conduct of this research was supported by the ND Department of Public Instruction (DPI), Office of Special Education through a contract to the ND Center for Persons with Disabilities. The opinions expressed here are those of the authors and do not necessarily reflect the opinions or policy of DPI.

Introduction

Over the past several years the special education field has begun to pay close attention to the outcomes of special education services. In fact, the U.S. Department of Education has established outcome standards in accordance with the Government Performance and Results Act (GPRA). These GPRA standards are used to measure the impact of Department of Education (including special education) services to children and youth throughout the country.

One area of study in special education has been that of the transition period for students with disabilities as they exit public schools and begin community life as young adults. The Department of Education, Office of Special Education (OSEP) GPRA standards require the measurement of high school graduation rates, dropout rates, and student performance on state and local assessments (22nd Annual Report to Congress). To that end, this report assists North Dakota in meeting certain federal reporting requirements.

From 1994-1995 to 1997-1998, the percentage of students with disabilities graduating from high school with a standard diploma has risen slightly. In spite of this upward trend, barely one fourth (25.5%) of the students with disabilities graduate with their classmates and earn a standard diploma. On the other hand, students with disabilities represent the largest group of students who drop out of high school (Lichtenstein & Zantal-Wiener, 1988).

These findings are important when paired with the research on school completers. Students who complete high school have a higher probability for employment and entry into post-secondary institutions. Also, these students earn higher

wages than those who drop out of school (Wagner, Blackorby, Cameto, & Newman, 1993).

In 1998, staff from the North Dakota Department of Public Instruction (DPI) conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study is a seven year longitudinal project that examines student status at exit from high school, and then at one, and three year intervals after school. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post-school involvement in employment, living, and social arrangements. The two phases of the study are to gather school exit data from students with disabilities, and then gather follow-up data from these students and/or their families through telephone interviews. School personnel complete the exit interviews, and NDCPD students and staff conduct the follow-up telephone interviews.

This study is difficult to conduct, yet innovative in its conceptualization. Many states have contacted ND Department of Public Instruction, Office of Special Education staff regarding this study's design and methodology. It is hoped that this study will present a useful model for other states that conduct longitudinal analyses of transition data.

This report is a summary of the data and analyses of the 2001 exit interviews of North Dakota (ND) students with disabilities. Educators in 22 special education units collected the raw data across the state. This is the third cohort of a nine-year longitudinal, cross sectional study of special education students who leave the school system due to graduation, aging out of services or dropping out. This report has two sections. First, we present the 2001 cohort data. Second, we compare the 2001 cohort

to the combined 1999/2000 cohort. In each case we attempt to draw comparisons and point out interesting features of the data in relation to the published national school leavers' data. For a more in-depth analysis of ND trends, the reader is encouraged to compare these results to those presented in a companion report, the Follow-up Interview Data Report. Individual special education units may request specific reports by contacting Dr. Brent A. Askvig at the ND Center for Persons with Disabilities, 500 University Ave. W., Minot, ND 58707, phone 858-3052. Fees for this service will be negotiated between the district and NDCPD.

Section One

2001 Exit Interview Data

Data Collection Method

The data for this report were collected through a process established by DPI. Local special education unit staff were supported by DPI to collect the information on students who were leaving school due to graduation, aging out of services, or dropping out of school. Written directions (see Appendix A) were provided to the staff regarding the data collection process. School staff were instructed to conduct personal interviews with each student who was exiting the program. Additional information was available in the student's school file or on the IEP. Data from all students in a school were collated on school report forms, one per school (see Appendix B). These school report forms were then sent to DPI.

The North Dakota Center for Persons with Disabilities (NDCPD) became involved in the Follow-up Project in May, 2001. Many of these school forms had already been forwarded by DPI to another agency initially contracted to conduct the analyses. In addition, many special education units had not completed the forms. NDCPD contacted those units and obtained the missing forms.

Once the data forms were obtained, all information was entered into two data files. The first data file contained the numerical responses to the demographic information and the 10 survey questions. Numerical codes were attached to maintain student confidentiality. The second file contained the compiled anecdotal responses to questions 3, 4 and 6.

Results

Participating special education units. Twenty-one special education units participated in the 2001 exit interview process, resulting in 314 exit interviews. Numbers of students and percentages of the total response set are shown in Table 1.

Table 1
Student Numbers for Participating Special Education Units

<u>Special Education Unit</u>	<u>No. Students</u>	<u>Percentage*</u>
Buffalo Valley	21	6.7%
Dickey-LaMoure	10	3.2%
Dickinson	30	9.6%
Emmons	8	2.5%
Fargo	5	1.6%
Grand Forks	32	10.2%
Griggs-Steele-Traile	13	4.1%
Lake Region	20	6.4%
Lonetree	26	8.3%
Morton Sioux	14	4.5%
Oliver-Mercer	22	6.4%
Peace Garden	9	2.9%
Pembina	9	2.9%
Sheyenne Valley	12	3.8%
South Central	11	3.5%
South Valley	4	1.3%
Southwest	1	0.3%
Wahpeton	9	2.9%
West Fargo	17	5.4%
West River	14	4.5%
Wilmac	27	8.6%
Total	314	100%

* Percentage of 314 respondents, rounded to 1/10 of a percent.

Student demographic data. There were 195 male (62.1%) and 116 female (36.9%) students in the 2001 cohort with no data on three students. Table 2 shows the racial background of the students. These data are similar to the

Table 2

Racial Background of 2001 Exiters

<u>Racial/Ethnic Group</u>	<u>Frequency</u>	<u>Percent</u>
White/Caucasian	293	93.3%
American Indian	9	2.9%
Hispanic	3	0.9%
Black/African American	0	0.0%
Asian/Pacific Islander	4	1.3%
Not Reported	5	1.6%

percentages of students typically found in ND schools, except in two categories.

Statewide DPI data for the 2000-2001 school year, indicate that 88.6% of all public school students were white/Caucasian, while 8.5% were American Indian. Thus, it appears our sample over-represents the Caucasian general school population, and is under-represented for American Indians. However, one must remember that this sample is not a statewide sample, and did not include all geographic areas of the state.

Table 3 below shows the disability categories of the exiting students. The most frequently listed primary disability was, by far, specific learning disabilities,

Table 3
Disability Categories of Exiting Students

<u>Category Label</u>	<u>Frequency</u>	<u>Percentage</u>
Learning Disability	192	61.1%
Mental Retardation	54	17.2%
Emotional Disturbance	27	8.6%
Other Health Impaired	15	4.8%
Speech Impaired	13	4.1%
Autism	2	0.6%
Orthopedically Impaired	2	0.6%
Hearing Impaired	2	0.6%
Traumatic Brain Injury	1	0.3%
Visually Impaired	1	0.3%
Not Reported	5	1.6%

followed by mental retardation and emotional disturbance. These three categories represent just under 90% of all exiters reported in 2001.

Student IEPs. Two questions were asked regarding the exiting students' IEPs. The first question addressed whether or not the student's most recent IEP identified a career or post-school employment goal. Of the 314 respondents, 292 (93%) had such a goal, 18 (5.7%) did not, and 4 were not reported.

Next, educator's indicated the degree to which the exiters participated in their most recent IEP meetings. These data are shown in Table 4. Most students attended their IEP meetings and participated in them.

Table 4
Degree of IEP Participation by Exiters

<u>Participation Level</u>	<u>Frequency</u>	<u>Percentage</u>
Attended and participated	253	80.6%
Attended but didn't participate	20	6.4%
Did not attend	34	10.8%
Not reported	7	2.2%

Post-school plans. Two questions on the exit interview dealt with the students' post-school plans. In particular, we were interested in their employment and/or education plans, and their need for adult services or supports. Figure 1 (see following page) shows the data on the exiting students' post-school employment/education plans. Most students indicated a desire for employment, followed by attending a vocational-technical school. There was additional interest in attending a university or a trade school. Students could choose more than one option for this question.

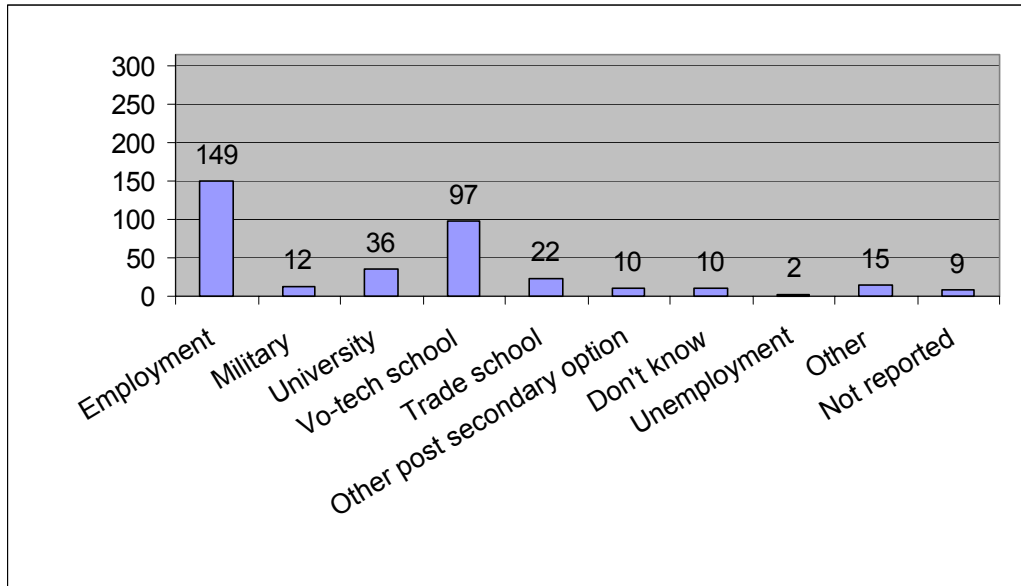


Figure 1. *Numbers of students choosing post-school options.*

There were 125 narrative responses for the employment question (see Appendix B). An analysis of the responses shows that at least nine categories of jobs were recorded. These included seven for vocational workshops/sheltered employment; ten for farm work; eight for food service; three hotel/motel; four daycare; ten general retail; thirteen construction; six nursing home/hospital; and sixteen were uncertain. Other responses ranged from part-time work to searching for work.

For the other post-secondary item, teachers recorded thirty responses. Nineteen responses indicated that the student would attend a junior college or technical college. The remainder of the responses included that the student was uncertain, or would attend a four year college.

The next item on the interview had the teacher and student identify all adult service providers who might assist the student after leaving school. These data are shown in Table 5. Nearly two thirds of the students indicated a possible

Table 5

Potential Post-school Adult Service Providers

<u>Service Provider</u>	<u>Frequency</u>	<u>Percentage</u>
Vocational Rehabilitation	192	61.1%
University Disability Support	96	30.6%
Job Service	49	15.6%
Developmental Disabilities	38	12.1%
Social Security	25	8.0%
Adult Learning Center	5	1.6%
Other	13	4.1%
No Services Needed	70	22.3%
Not Reported	8	2.5%

future need for services from Vocational Rehabilitation. Just under one third might need supports through a university's disability services office. Of particular note is that more than one fifth were not anticipating a need for any services after high school.

For the 13 "other" responses shown in Table 5, 33 responses were provided. Thirteen of them listed vocational rehabilitation, even though this was a specifically listed service in the list. Another seven listed generic community supports. Thirteen other assorted responses were given and are shown in Appendix B.

Reason for school exit. Figure 2 shows the breakdown of reasons for the students exiting school. For this cohort, 89.5% graduated from high school with a diploma. Only three students (1.0% of this sample) dropped out.

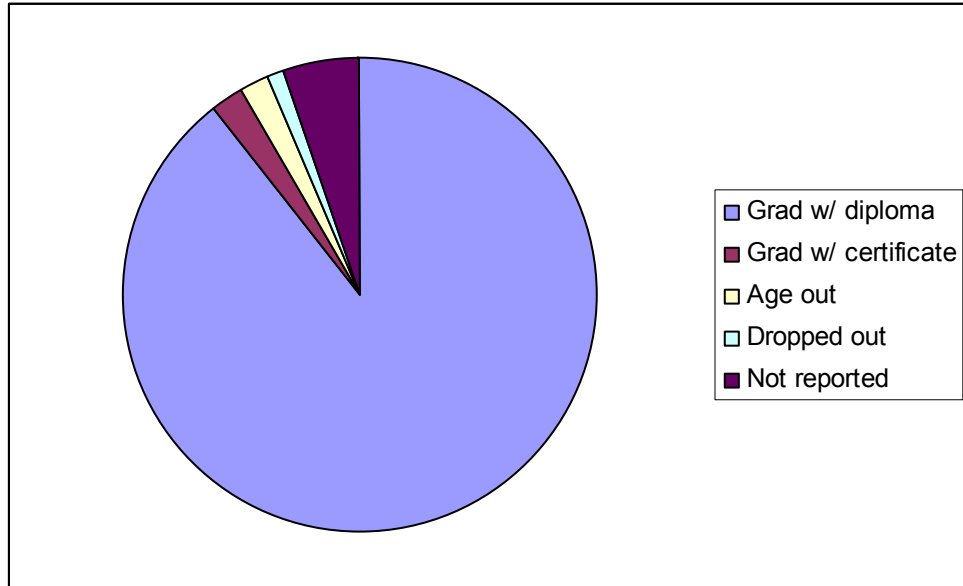


Figure 2. *Reasons for exiting school for the 2001 cohort.*

Occupational skill attainment. Item number 6 on the exit interview addressed the occupational skills that students attained during high school. Students could select more than one option. Table 6 (see next page) presents the data on skill attainment. Just over three fourths of the students indicated they attained employment skills, while a similar number said they took vocational courses that would be helpful. When asked to indicate more specifically what types of work skill instruction they gained in high school, very few (usually less than 2%) indicated social skills, daily living skills, work skills, community access, working in teams or computer literacy/keyboarding.

Table 6

Occupational Skills Attained in High School

<u>Skill area</u>	<u>Frequency</u>	<u>Percentage</u>
Employment	246	78.3%
Vocational course	227	72.3%
Work skills	6	1.9%
Social skills	6	1.9%
Daily living skills	6	1.9%
Community access	5	1.6%
Computer literacy/keyboard	9	2.9%
Work in teams/groups	7	2.2%
Other	4	1.3%
Not reported	13	4.1%

Even though only four questionnaires had the “other” category marked, teachers recorded 51 narrative responses on this item (see Appendix B). The breakdown included seventeen for vocational courses, fourteen community work experiences, and seven for academic courses. There were 13 other assorted responses.

Satisfaction with programs. Students were asked three questions regarding their satisfaction with programs. The first measured their satisfaction with the overall high school program, the next with their vocational and transitional aspects of high school, and the final regarding their satisfaction with special education in high school. For each item, students rated their satisfaction from A – great to F – Failing. The results are shown in Table 7.

Table 7
Satisfaction with Various High School Programs

<u>Rating</u>	<u>Overall program</u>	<u>Voc/Trans</u>	<u>SPED</u>
A	15.9%	26.8%	44.9%
B	40.1%	39.5%	38.5%
C	34.7%	25.2%	10.5%
D	2.9%	3.2%	0.6%
F	1.0%	0.0%	0.0%

Not reported = 5.4% for each question.

The data suggest a generally high rating for the vocational and special education programs, with a slightly lower rating for the overall high school experience. When the data are converted to numerical forms, a rating grade point (similar to a school grade point average) can be obtained. Figure 3 shows the rating grade point averages for the three questions.

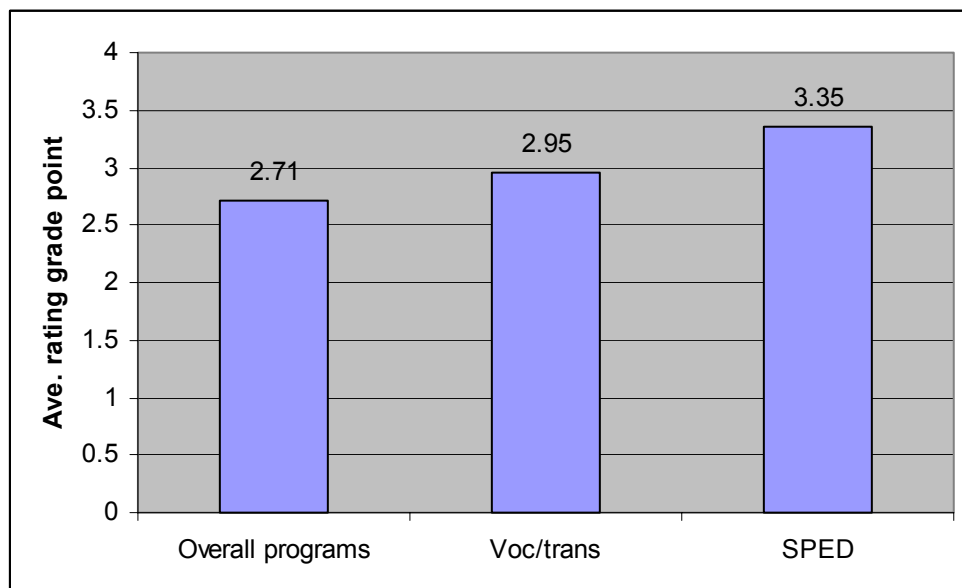


Figure 3. Average rating grade point scores for three satisfaction items.

More coursework. Finally, students were asked which course(s) they would take if they were in school for one more semester. They were allowed to choose more than one category for this item. The results (see Table 8) suggest that over half of the

students would take more courses in the functional and vocational categories, while few (11.1%) would take additional academic courses.

Table 8
Choices of Additional Courses in High School

<u>Course topic/area</u>	<u>Frequency</u>	<u>Percentage</u>
Academic	35	11.1%
Topical/Interest	83	26.4%
Functional/Vocational	174	55.4%
Not reported	16	5.1%

Section Two

Cohort Comparisons - 1999/2000 to 2001

This section presents a comparison of the data from two cohorts, those reported in the Hoover (2000) report * and those in section one of this report. First, it should be noted that the Hoover report combines both the 1999 and 2000 study cohorts' data. We did not have access to the raw data to separate those two groups for the process of this comparison. Thus the reader is cautioned as to the extent of any assumptions from these comparisons. It is possible that one of the groups, 1999 or 2000, may have reported numbers greatly higher or lower than the reported combined averages, thus impacting this comparison.

For our analysis here, we avoided complicated inferential statistical analyses in favor of simple side-by-side graphical comparisons of the data. In addition, some of the 1999/2000 report figures appear inconsistent. In those cases we did not make direct comparisons between data sets.

* The Hoover (2000) report is available from the ND Dept. of Public Instruction, Office of Special Education. Contact DPI – Special Education at State Capitol Building, Bismarck, ND 58505.

Racial/Ethnic Background

Table 9 and Figure 4 show the racial and ethnic background data for the two cohort groups. The 2001 cohort data show a greater percentage of white/Caucasian students than the 1999/2000 cohort, as well as fewer American Indian students. Most other categories are similarly represented across the two groups.

Table 9
Racial/Ethnic Background of 1999/2000 and 2001 cohorts

	<u>2001</u>	<u>1999/2000</u>
White/Caucasian	93.30%	86.70%
American Indian	2.90%	7.90%
Hispanic	0.90%	0.80%
Black/African American	0.00%	0.40%
Asian/Pacific Islander	1.30%	0.80%
Not Reported	1.60%	2.90%

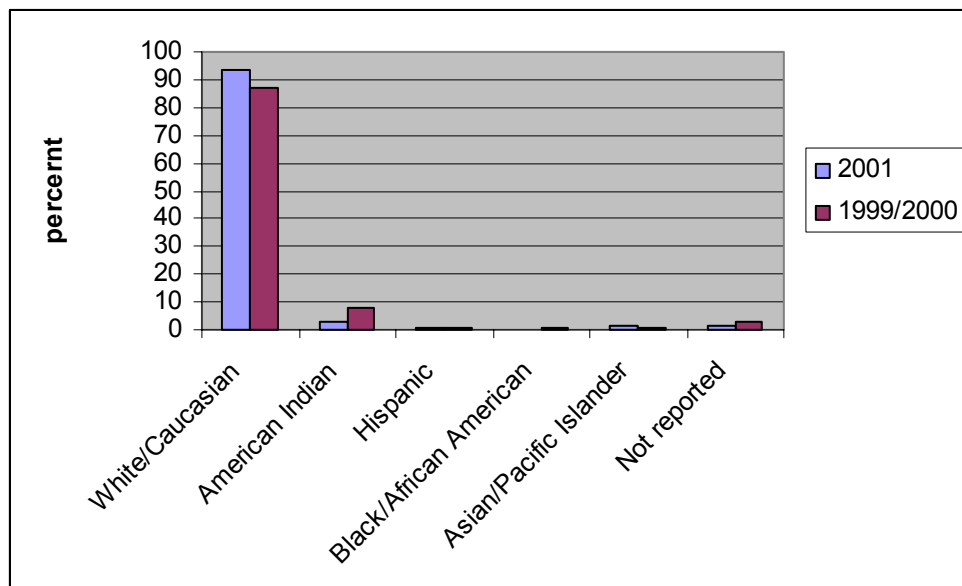


Figure 4. *Racial/ethnic distributions of the 1999/2000 and 2001 cohorts.*

Disability Label of Exiters

Figure 5 below shows the percentages of exiters per disability category for the 1999/2000 and 2001 cohorts. Only the top five categories are shown as they represent over 96% of the students in each group. The data show a very similar

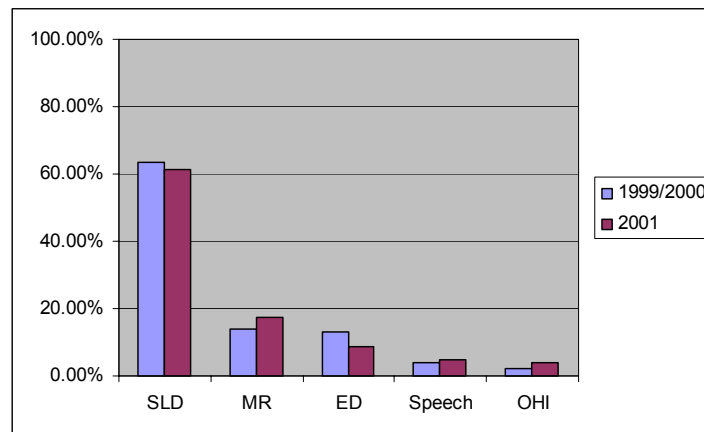


Figure 5. *Distribution of cohort members by disability label.*

pattern across the two groups, with the specific learning disability category presenting the largest percentage in each cohort. It should be noted that these numbers are close to the national proportions of disabilities.

IEP Participation

As stated in Section One, two questions addressed students' IEPs. The first related to the presence of a career or post-secondary school goal. Figure 6 below shows the data for the two cohorts. Clearly, one can see that for each

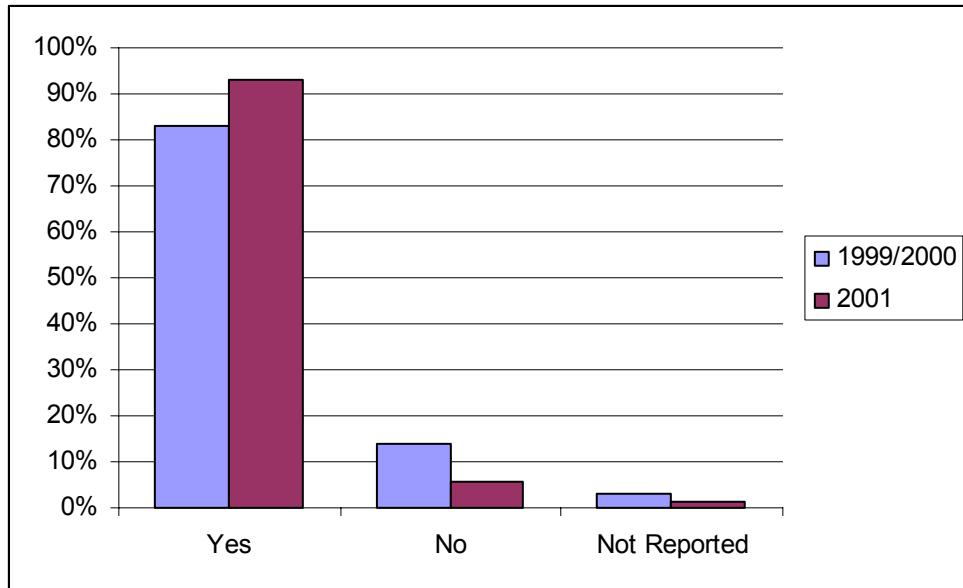


Figure 6. *Percent of Students who have Post-school Career or Education Goals in IEP.*

cohort, most students have such goals. It is interesting to note the higher percentage for the 2001 cohort. But again, since no raw data are available from the 1999/2000 cohort, any statistical comparisons are suspect.

The second IEP item on the interview examined students' degree of IEP participation. The data for the two cohorts are presented in Figure 7. Again,

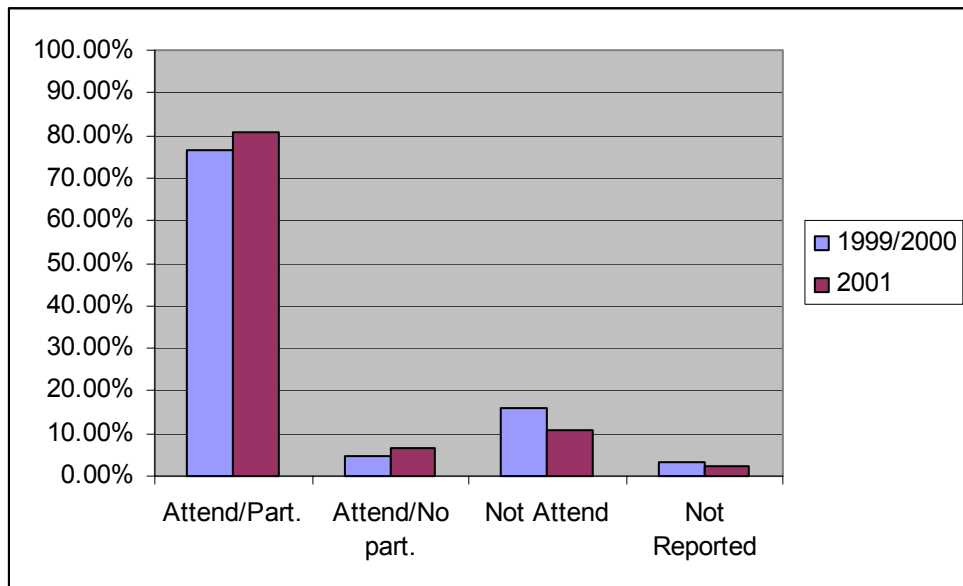


Figure 7. *Student IEP Attendance and Participation Rates.*

one can see that the rates of attendance and participation are high for both cohorts, with the 2001 cohort having the highest attendance and participation rates.

Post-School Plans

We were unable to compare the 1999/2000 and 2001 cohorts on responses to post-school plans due to three factors. First, the raw data were not available for independent analysis. Second, the data presented in the Hoover (2000) report does not represent all possible responses to item #3 on the interview. Third, the presentation of “percent” and “valid percent” descriptions in the Hoover (2000) report are not correct, and the numbers presented in Tables 7 or 8 of that report can not be verified.

Reasons for School Exit

Figure 8 shows a comparison of reasons for school exit between the 1999/2000 and the 2001 cohorts. For the 2001 cohort, approximately 90% of the students graduated with a diploma, while only 73.4% of those in 1999/2000 did. Also, the dropout rate was much higher in 1999/2000 than in 2001. Approximately 16% of the students in the earlier cohort dropped out, while only 1% of those in the 2001 cohort left via drop out.

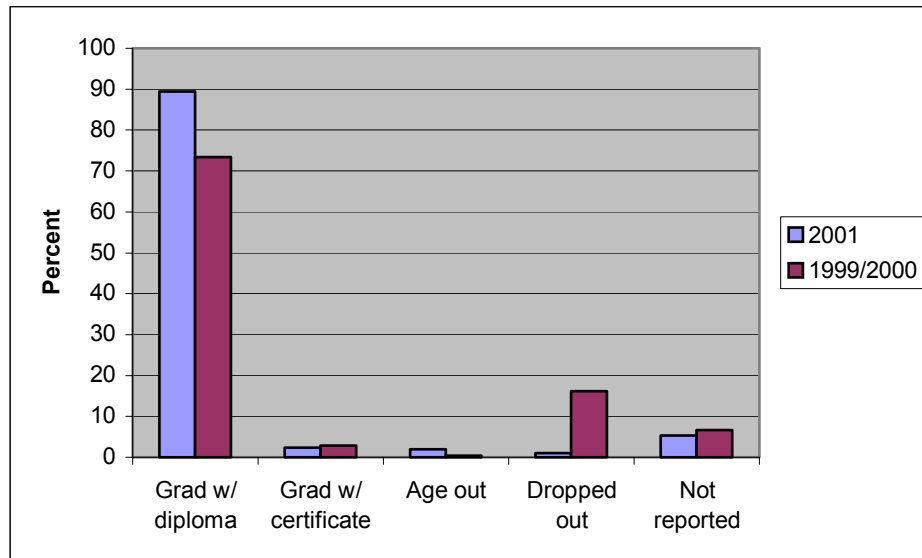


Figure 8. Percent of school exiters per reason for leaving.

Occupational Skills Attained

Again, we were unable to compare the 1999/2000 and 2001 cohorts on responses to occupational skills attained by transitioning students. We were unable to verify which data set was most correct in Table 11 in the Hoover report.

Student Satisfaction with School Programs

Figure 9 shows the comparisons of the two cohorts regarding their satisfaction with various high school programs. We used the rating grade point scales here just as we did in section one, and as Hoover did in his report. The data show that the two cohorts rated all three programs nearly identically.

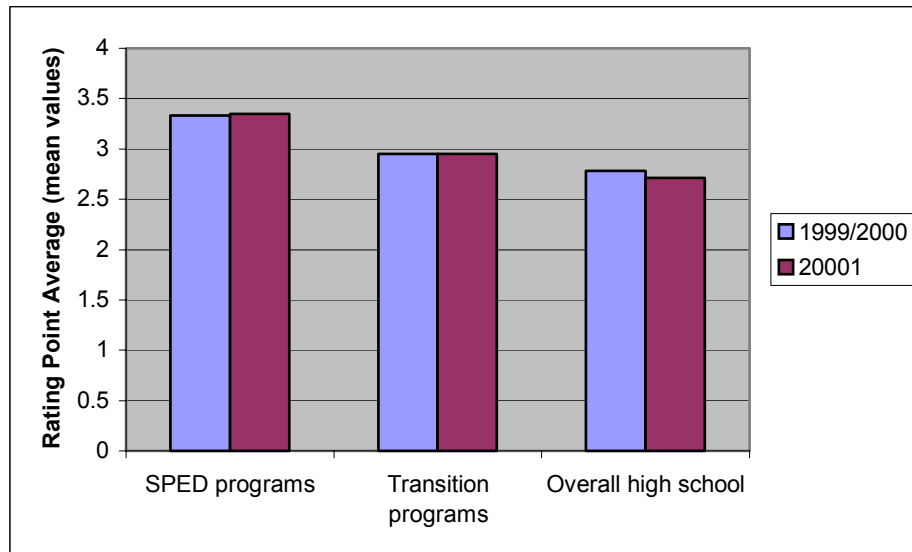


Figure 9. Rating point averages for cohorts across programs.

Additional High School Courses

Our last comparison was the responses of the cohorts to the question about additional high school courses they would take, now that they had left school. Unfortunately, the data presented in the Hoover report was not clear and could not be verified.

Conclusions and Recommendations

Summary Conclusions

- Most school exiters from ND special education programs are white/Caucasian, with Native Americans representing the next most frequent ethnic heritage group.
- Nearly two-thirds of these students were male, and most had disability labels of specific learning disability, mental retardation, or emotional disturbance.
- Between 75% and 80% of these ND high school students were active participants in their last IEP meetings.
- Most students graduated from high school with a regular high school diploma. Students in the 2001 cohort had a greater graduation with diploma rate than did those in 1999/2000.
- Similarly, the 1999/2000 cohort had a dropout rate of nearly 16 times that of the 2001 cohort.
- Students were highly satisfied with their special education programs, and somewhat less satisfied with the high school vocational programs or high school in general.
- If given an opportunity, students in both cohorts reported that they would take additional courses in functional/vocational topics.

Recommendations

The data from this report should serve useful for both state level and local educators. First, the data can assist state personnel in their reporting of GPRA standards. While the data are not comprehensive (not all high school students were involved in this study), the data might be useful in comparing to existing data sets of students in special education. Also, patterns may be present in these data that match or are different from patterns in other data sets. Second, the data may be helpful in refining our state's teacher training programs. Knowing what parents and students say about secondary special education is important.

Next, the data should be extremely helpful for local educators. One might present these data to special education units or school district boards to stimulate discussion about the operation of secondary special education programs. Perhaps the data will be useful in revising or refining existing approaches to secondary programs.

Finally, each year there will be subsequent reports such as this. These reports, along with the telephone follow-up call reports, will present patterns that will be helpful in understanding what is truly happening in ND in secondary special education.

Appendix A

Student Exit Interview Protocol and Forms

Special Education Student Exit Interview - 2001							SP Ed Unit:		Completed by:							
							School:		Title:							
Student Name		Gender	Disability	Social	Race	QUESTIONS										
Last	First	Middle	(M/F)	(1-12)	Security #	(1-6)	1	2	3	4	5	6	7a	7b	8a	8b
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
Question 3 identifiers (id by student #)				Question 4 identifiers (id by student #)				Question 6 identifiers (id by student #)								
#1 - employment plans:				#8 - other:				#6 - other relevant skills:								
#3d - other post secondary:																
#5 - other:																

KEY TO CODES AND QUESTIONS

[illegible]

Appendix B

Anecdotal Data from Exit Interviews

Comments from 2001 Exit Interviews Transition Followup Grant

Question 3 identifiers

#1 - Employment Plans:

- X Maybe national guard
- X All three will have supported employment/sheltered workshop activities
- X <Student> worked at Wal-mart
- X Adult center and business
- X Farm labor
- X Farm labor with father
- X Tower hand for Great Plains Towers
- X Small business (after military service)
- X Employed at Travel Lodge Full time
- X Employed at TMI
- X Employed at Evergreen 36 hours
- X No job at this time, plans to work / refused assistance in this area
- X Currently looking - Meat Department at Dans Super Value
- X Ivy's, Voc. Rehab and ESP work sites
- X Working in oil industry
- X Employed as a welder
- X Employed at DJ Amaco
- X Employed as a welder, General Steel
- X Employed at Comfort Inn, would like to switch to TMI
- X Something with animals
- X Locksmithing
- X Have job secured
- X Have job secured
- X Works at Rolling Hills Daycare in Bismark, receive Voc. Rehab services
- X Enrolled in NDSSS Heating/Air/Welding for fall 2001
- X Working with Voc. Rehab to obtain employment
- X Attending BSC Auto Body program
- X Works at Strasburg Care Center as a CNA
- X Attending NDSSS welding program
- X Work on campus - food services
- X Working at McGlaughlins
- X Working at Hampton Inn
- X Part time job to help with school expenses
- X Any job can find
- X Work part time during college
- X Work part time during college
- X Day program
- X Uncertain
- X Nurses' Aide, transport aide
- X Nurse
- X Automotive technician
- X Park Board
- X Memorial Daycare
- X Hardee's
- X Journal
- X Fire Fighter, mechanics

- X Custom combine this summer
- X Plans to get a job as a CNA until she decides to go to school
- X Work on a farm for the spring, summer and fall and for my Dad cleaning grain in the winter
- X Will look for employment when moving to Minot for college
- X Job Service WIA
- X Murrays Auto Restoration (Job Service, WIA)
- X Custom combining
- X Work in Fargo with family member
- X Working for farmer
- X Working in family business
- X Independent Construction contractor
- X J.W.'s Pizzeria
- X HAV-It industries
- X St. Alexius Hospital
- X Job Service
- X Pizza Ranch
- X Will look in Grand Forks when moves there for school at EGF
- X Self-employed (farming)
- X Soil conservation district (WIA)
- X Hospital
- X Family business (for the summer)
- X Airplane refueller - pilot fast food
- X Uncertain
- X Snack Plus - filling vending machines
- X Paradiso - hostess/bus
- X Military
- X Computer field
- X A work crew is a possibility. A job at Mandan Dairy Queen will be pursued. Parents and student decided to go with pride for Vocational services
- X Uncertain
- X Uncertain
- X Construction with Dad
- X Uncertain
- X Work for father on ranch
- X Daycare
- X Bricklaying
- X Summer Employment - spraying ditches and/or employment with Harlow's Bus service
- X Part time at (not sure)
- X Work part time during school
- X Work part time during college at store
- X Try to do website work
- X Like to work at Denny's in Grafton
- X General Labor through school
- X Convenience store during school
- X Part time job
- X Uncertain
- X Part time
- X Farmwork
- X Student plans to work construction out of Jamestown, ND
- X Work on family farm
- X Working at a music store
- X Working as a CNA
- X Works on a farm

- X St. Catherine's
- X St. Catherine's
- X No plan
- X No plan
- X Jiffy Lube
- X No plan
- X No job yet
- X Sears
- X Wal-mart
- X Day care
- X Work NDSU
- X Work through Private Agency - work crew
- X Pursue a career related to biotechnology
- X Employment after school High School (uncertain)
- X Apprenticeship at KCAD
- X Wahpeton
- X Will work with Voc. Rehab to secure employment
- X Continue to work at current job
- X Uncertain
- X Uncertain
- X Uncertain
- X Oilfield
- X Uncertain
- X Job Corp - carpenter
- X Seeking employment - uncertain - placement assistance

#3d. Other Post Secondary:

- X Military
- X AETS - Adult Education Transition Services
- X St. Wenz - Housekeeping 25 hours
- X Enrolled at BJC - Power plant
- X Enrolled at DSU - Business
- X Enrolled at Wyoming Tech - Auto
- X NW Tech - Business management - start 2nd semester
- X Concordia
- X Wahpeton
- X Lake Superior College - transferring to U of M Duluth
- X Ed center at Halliman AFG, NM
- X 2 years Voc. Tech and then transfer to a 4 year school
- X University 4 year
- X Voc. Tech - Lineman
- X Unsure
- X Unknown
- X Eventually would like to go to Voc. Tech for daycare or pre-school teacher
- X Post-secondary - possibly 2nd semester
- X CNA program at St. Alexius
- X Will attend Bottineau State College majoring in Elementary Education
- X NDSCS
- X NDSCS
- X Northwest tech. - Moorhead
- X Tech school may be an option for mechanics
- X 1 year supported employment program - then employment with limited job coach time
- X Voc. School

- X Apprenticeship program
- X Community College
- X Job Corp in Minot
- X Computer courses online (Voc. Rehab)

#5: Other:

- X Vocational/tech school
- X Plans to return to DHS for fifth year, Life Center Program
- X Plans to return to DHS for 5th year
- X Plans to attend Job Corps - Minot
- X Plans to attend Job Corp - Utah - computers
- X Plans to return to DHS for 5th year program
- X Day Support Program Agassiz Enterprises
- X Go to Grafton to live and work and work in the day program
- X Going back to school to get diploma or GED
- X Work with Service Provider to pursue employment if possible and do volunteer work
- X Work with Service Provider to pursue possible employment and volunteer work

Question 4 Identifiers

#8 Other Adult Providers

- X Vocational Rehabilitation
- X Job Service
- X Community Options
- X Did not qualify
- X Resource - extra help
- X Support services for the home maybe case manager through Day Support Program
- X Support services
- X Possibly support services
- X Voc. Rehab, DD, Job Services, Social Security
- X Voc. Rehab.
- X Voc. Rehab.
- X Ft. Totten Voc. Rehab
- X Has been referred to Voc. Rehab but has chosen not to apply at this time
- X Student is in the process of applying with Voc. Rehab. Should she decide to go on to school, she will contact disability services at the school
- X Partnerships (Minot)
- X Community Options
- X Community Options
- X Vocational Rehab - will sign up for services
- X Devel. Disabilities - for DD case management
- X Social Security and Medical Assistance
- X Support Systems will assist with residential
- X Vocational Rehab - school to work plan has been completed by Voc. Rehab meeting
- X Ethan will conduct Adult learning center for accommodations
- X Help from counselor and special Ed. Teacher in job related areas. School to work program
- X She chose to work with the Voc. Rehab person. She does not need any specific help/skills
- X He chose to work with Voc. Rehab. He does not need specific help/skills
- X Did not want specific services and were not needed
- X Did not want services and does not need them
- X Student met with Voc. Rehab but did not apply for services. He felt he was not in need of the services provided by their program
- X School provided Voc. Rehab contact and the student refused services

X	ABLE
X	ABLE
X	Possibly West River Special Services

Question 6 Identifiers

#6 Other Relevant Skills

- Supported vocational activities
- School to work program
- Job seeking skills taught in English class, Street Law class, and Business Math class
- Accounting programs, resume/letter of application skills
- Accounting, resume/letter of application skills
- Vocational courses: Communication Tech, manufacturing tech, Manufacturing tech, drafting, Construction tech
- Accounting, Business Law, math skills, Drivers Ed, Consumer education, Applied math,
- Applied communications
- Computer literacy: Keyboarding, Word Processing, Computer applications
- Worked at nursing home, helped with Vacation Bible School
- Health careers, keyboarding, computer app
- Work after school, POD, Family Consumer Science, Fitness and Conditioning, POD
- Keyboarding, Computer App.
- English VIII, English II, English IV, Biology, Physical Science, Advanced Biology
- Make business documents in Computer Ap.
- Vocational courses, computer/keyboarding class, on the job training at Johnson Manufacturing in Kulm, ND
- 5th year program
- 5th year program
- Work study experiences at various community sites
- Living on your own skills
- Transition for seniors class
- College note taking, Business management - entrepreneur classes
- YETP - Youth Ed Training Program, through Job Service GF
- Drama and communication course work
- Communications skills classes
- Computer repairs
- Ag. Ed., Food nutrition
- Part 3 of questions #6 all students were educated on 3 - ABCD + 123456
- Went with firefighter to Montana and South Dakota
- Has worked as CNA at nursing home - has also worked in telemarketing and fast food
- Farming, working at Cenex
- Panther Pride - School based business 2 years
- LOYO - Living on your own, Applied communication
- Sorting, Stapling
- Working with transition coordinator
- a,b,c,d
- a,b,c,d
- Summer Employment
- Increased written language skills to independent level necessary for college entrance
- She took some independent medical courses
- Independent automotive classes
- Voc. Ag classes
- Accounting, advanced math classes, Voc. Ag classes
- Burger King
- Jet stream car wash
- Summer school job service program - cleaned Gackle-Streeter school
- Guthmiller's moving service

- Seeking summer employment at the local honey plant or Central Grasslands Research Center (has applied at both places)
- Problem solving skills
- Interpersonal skills/team player
- Construction Tech, Cashier
- Health provider skills
- Every day living skills, cooking, etc
- Every day living skills, cooking, etc.
- Academic classes: Speech, Math skills, Advanced Biology, Physics
- Participated in the school's career curriculum
- Choices program
- 1,4,5
- 1,4,5